



Editorial

This December issue of *e-FLT* (Vol. 7, No. 2) contains an interesting slate of articles based on qualitative and quantitative research on a wide range of topics that reflect the current interests of language educationists and applied linguists.

In the opening article of this issue, Robyn Moloney and Lesley Harbon show evidence – collected from a study conducted in secondary foreign language classrooms – of students in the process of becoming ‘intercultural’. They present this evidence through a series of vignettes of classroom interactions between students and teachers, and suggest that the data collection procedure employed in the study may be applied by teachers to observe and record students’ achievements in intercultural language learning.

The second article, by Frédérique Grim, addresses a long-standing issue in foreign language teaching: to what extent should the first language be used in a foreign language classroom? Grim’s study examines how and to what end the first language is used in the foreign language speech of high school and college teachers of French as well as any differences that may exist between them.

The study in the third article by Ulf Schuetze investigates if gender has an effect on the manner in which university learners of German as a foreign language use an online vocabulary program, and if this could have a bearing on their learning outcomes.

Following this, in the fourth article, Manfred Man-fat Wu reports on a quantitative study which explores the relationship between the language-learning style preferences and language-learning motivation of learners of English as a second language in Hong Kong. He hypothesizes that learners with an integrative orientation will exhibit a larger number of language-learning styles, while instrumentally oriented learners will rely on a limited number of language-learning styles.

In the fifth and last full article of this issue, Jimmy Tong describes a study that investigates learners’ oral participation behaviour in Hong Kong junior secondary classrooms of English. In presenting and supporting his findings, Tong draws on data collected through classroom observation notes, video transcriptions, student interviews as well as informal conversations.

There are two review articles in this issue. First, Priscillia Li Eng Pui presents a review of a classic linguistics textbook, “The Study of Language”, written by George Yule and now into its fourth edition. In the second review of this issue, written in Chinese, Ying Soon Goh assesses “IQ Chinese Reader”, an online application for the development of reading skills in Chinese, and discusses how it can help cultivate a keen reading interest among learners of Chinese as a foreign language.

We thank you for your interest in *e-FLT* and look forward to your continued support, feedback and submissions.

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Editor